

VOLUME XVI

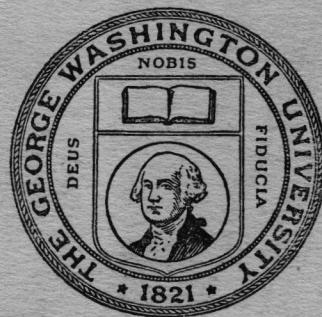
NUMBER 4

# George Washington University Bulletin

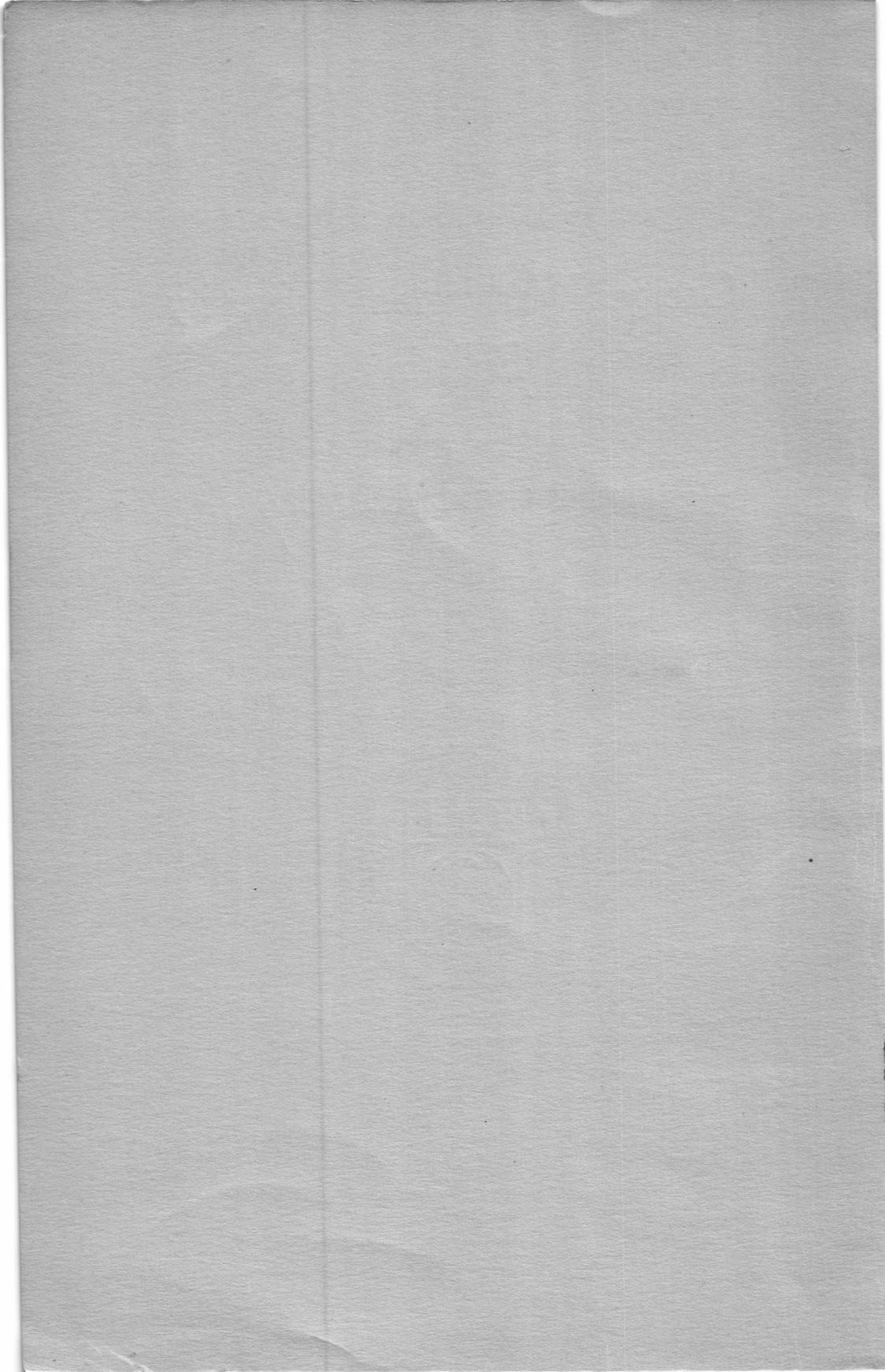
---

REPORT OF THE PRESIDENT

1916-17



PUBLISHED BY THE UNIVERSITY  
WASHINGTON, D. C.



# George Washington University Bulletin

---

REPORT OF THE PRESIDENT

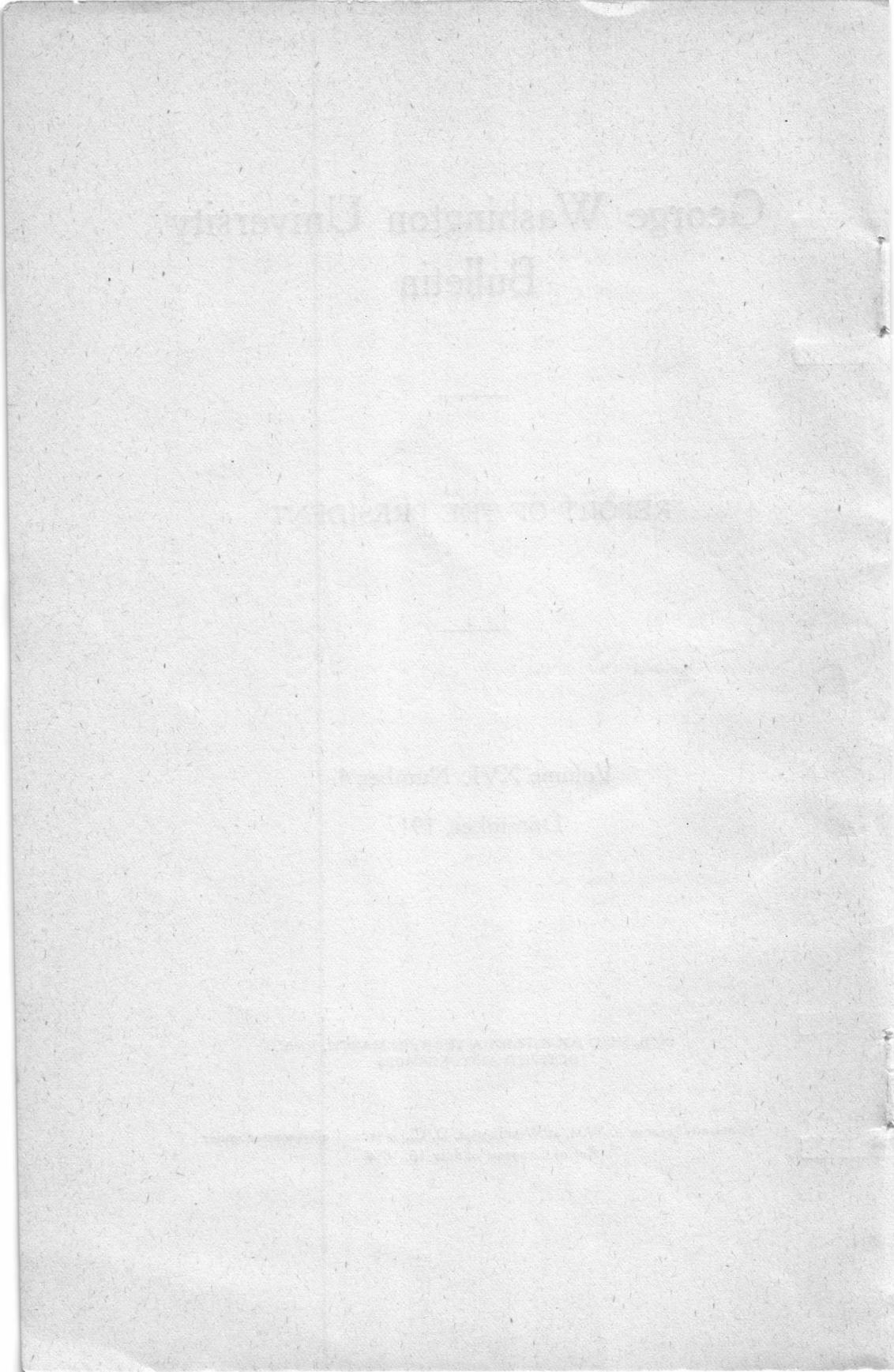
---

Volume XVI, Number 4,

December, 1917

PUBLISHED FOUR TIMES A YEAR; IN MARCH, JUNE,  
OCTOBER AND DECEMBER

Entered October 6, 1904, at Washington, D. C., as second-class matter under  
Act of Congress of July 16, 1894



GEORGE WASHINGTON UNIVERSITY  
REPORT OF THE PRESIDENT

WASHINGTON, D. C., December 31, 1917.

TO THE CHAIRMAN OF THE BOARD OF TRUSTEES:

SIR: I have the honor to present herewith my report upon the affairs of George Washington University for the academic year 1916-17 which ended August 31, 1917, to which is added a general mention of the events worthy of note up to the date of this report.

The prescribed courses in the various departments of the University were carried on during the year until the annual commencement June 6, 1917. The maximum registration in all departments for the year was 2194. The largest number of students in attendance at any one time was 1905. These numbers show a continued increase in enrollment over the numbers of previous years.

The distribution of the students in the various departments of the University up to the time of the Annual Commencement, giving the maximum registration in each case, was as follows:

DISTRIBUTION

*Department of Arts and Sciences*

|                                 |         |
|---------------------------------|---------|
| School of Graduate Studies..... | 140     |
| Columbian College.....          | 842     |
| College of Engineering.....     | 257     |
| Teachers College.....           | 207     |
|                                 | —       |
|                                 | 1,446   |
| Duplicates.....                 | 1 1,445 |

*Professional Schools*

|                     |     |
|---------------------|-----|
| Medical School..... | 118 |
| Dental School.....  | 153 |
| Law School.....     | 404 |
|                     | —   |
|                     | 675 |

*Associated Colleges*

|                                     |       |    |
|-------------------------------------|-------|----|
| College of Pharmacy.....            | 35    |    |
| College of Veterinary Medicine..... | 58    | 93 |
|                                     | —     | —  |
|                                     | 2,213 |    |
| Duplicates.....                     |       | 19 |
|                                     | —     | —  |
|                                     | 2,194 |    |

The teaching staff of the University for the same time was as following:

*Teaching Staff*

(Omitting Faculties of Associated Colleges)

In many instances members of the Teaching Staff give only part time to the University.

|                                   |     |
|-----------------------------------|-----|
| Professors.....                   | 85  |
| Associate Professors.....         | 9   |
| Associates.....                   | 16  |
| Assistant Professors.....         | 20  |
| Lecturers and Instructors.....    | 70  |
| Assistants and Demonstrators..... | 52  |
|                                   | —   |
|                                   | 252 |

These tables do not include an enrollment of the Summer School which also shows an increase over last summer and was as follows:

|                        |     |
|------------------------|-----|
| Arts and Sciences..... | 213 |
| Medical School.....    | 35  |
| Law School.....        | 61  |
|                        | —   |
|                        | 309 |

With much regret I have to announce the death during the past year of Assistant Professor E. O. Schreiber, Jr., of the Law School. Assistant Professor Schreiber was essentially a product of the University. Coming from a public high school of the District as the winner of the Kendall scholarship, he graduated with distinction from Columbian College and the Law School, finally becoming an Assistant Professor in the

Law School and acquiring an advanced degree from the Harvard Law School. His future was of great promise and his death is a loss to the University.

Contributions to the University Funds were received from various sources during the past year as follows:

For a new Law School building the amount raised and on hand during the year was as follows:

|                                     |             |
|-------------------------------------|-------------|
| Cash.....                           | \$ 1,385.78 |
| Securities.....                     | 25,868.75   |
| Pledges.....                        | 9,221.53    |
|                                     | —————       |
| On August 31, 1917, a total of..... | \$36,476.06 |

At the outbreak of the war, in view of the uncertainty of the future, it was determined to cease solicitation for this building and to postpone effort until the end of the war. The uninvested funds up to that date were invested in U. S. liberty bonds and the matter closed for the present, the interest on the investments being added to the principal of the fund while awaiting a renewal of the project.

The payments upon the mortgage debts were made during the past year to the amount of \$4,800.00, leaving the interest bearing debt at the close of the year \$25,362.50.

The following moneys have been received during the year:

Contributions for the year 1916-17:

|   |            |
|---|------------|
| Prizes.....                             | \$ 105.00  |
| Maintenance.....                        | 1,150.00   |
| For reducing mortgage Nurses' Home..... | 1,000.00   |
|   | —————      |
|   | \$2,255.00 |

Endowment funds, etc.:

|   |             |
|---|-------------|
| Alumni Professorship Fund.....              | \$ 32.80    |
| Law School Fund.....                        | 4,897.33    |
| Jacques Law Fund.....                       | 178.39      |
| Jacques Medical Fund.....                   | 178.39      |
| Law School Building Fund.....               | 5,127.47    |
| General Building Fund.....                  | 12.15       |
| \$50,000 Building and Grounds Fund.....     | 3,271.00    |
| Mechanical Engineering Laboratory Fund..... | 275.00      |
|   | —————       |
|   | \$13,972.00 |

The annual report of the receipts and expenditures of the Board of Lady Managers of the University Hospital will be found in the appendix to this report (A).

The action of the Board of Trustees during the current year in establishing a restoration fund for the Corcoran Endowment and appropriating two thousand dollars towards that purpose, should be noted as a decided move in the right direction. This is especially gratifying to me as a project included during my administration. Already a substantial contribution in aid of this movement has been generously made by a member of the Board.

The purchase of the building No. 2027 G Street made during the year covered by this report and referred to in my last annual report, having been completed, the building was altered and arranged for class rooms on the first floor, for much-needed rooms for the women students on the second floor and for offices and studios on the third floor.

In the registration for the present year 1917-18, the increase is confined entirely to the Department of Arts and Sciences, which has led to congestion in that Department, for which additional room is needed. About 70 per cent of the whole enrollment at the present time is in the various schools included in this Department and the consequent accumulation of the various records and papers concerning the Department makes it necessary to have more clerical assistance and more facilities for preserving the records. The question of relief to this overgrown condition and to the need for additional class rooms and for more space for the library, compelled the acquisition of an additional building which has been secured nearby and which is now undergoing the necessary alterations.

The outbreak of the war at once affected the student body of the University, both in the graduate and undergraduate departments. In some cases, especially in the Medical School, almost the entire graduating class went at once into the military service of the country. The Law School being composed largely of men within the military age, lost heavily from the upper undergraduate classes, besides the graduating class,

there being a total loss of about 22 per cent. Although the enrollment of the present year does not show on its surface the great loss due to the war, this arises from the addition of many eligible persons due to the great enlargement of the civil service of the government in the capital city.

George Washington University has contributed and is still contributing its share from the student body to the military and naval services of the country in all branches and has presented as fine a display of patriotism as other universities and colleges of the country, notwithstanding the fact that the student body does not stand detached from the community as in other cases, and hence is not subject to the impulses which result thereby in a community of youths.

The Librarian reports that the total number of accessions in the Arts and Sciences Library during the year was 1293, constituted as follows:

|                           |     |
|---------------------------|-----|
| By purchase.....          | 508 |
| By binding.....           | 79  |
| By gift and exchange..... | 706 |

Adding this total to the number of volumes reported last year namely, 41,085, we have now in the Library of the Arts and Science Department:

|                                  |                |
|----------------------------------|----------------|
| Bound.....                       | 31,619         |
| Unbound.....                     | 10,759         |
|                                  | 42,378         |
| Law.....                         | 7,102          |
| Medicine.....                    | 3,000          |
| In the University Libraries..... | 52,480 volumes |

The Librarian goes on to say that the problem of more commodious quarters for our Library is ever before us. It is a question not of making a display but of making the splendid literature which our Library contains accessible to the Faculty and students alike and therefore enlarging its usefulness, and ultimately of raising the standard of our academic work. We must have not only reference material such as the average undergraduate needs, but also such other matter as is of value

to the research student. We cannot reasonably expect the Library of Congress to supply us with literature which its regular readers call for and have a perfect right to expect to find there, and past experience has also shown that some of our best students for obvious reasons, cannot readily find time to do their collateral reading at the Library of Congress or at the other Government libraries. Furthermore, in the interest of academic and administrative efficiency the library should be centrally located and should be kept together as a whole.

The Dean of Teachers College states that the year reported upon of 1916-17 shows an unusually high enrollment. For the year 1917-18 there has been a decided falling off. The cause is believed to be "primarily that the teachers of the Washington Schools, who constitute the bulk of our enrollment, have been assigned extra duties pertaining to food conservation, Red Cross work and the like. This takes their time and energy after school hours."

Dean Ruediger, of this College who is also Director of the Summer School, reports that "the Summer School of 1917 showed a gratifying increase over that of 1916 and the same cordial and studious spirit prevailed as was evident in 1916. Owing to war conditions there were more withdrawals during the session than the year before, but that was to be expected."

The College of Engineering is developing courses which are valuable for those entering several branches of the Naval Service and also giving advanced studies for those already in this Service. These courses were instituted by means of the property devised to the University by the late Rear Admiral Levin Powell U. S. N. A plant is gathering by gifts and otherwise which is particularly valuable in the courses of naval architecture and mechanical engineering.

Dean Hodgkins as dean of that college states that 37 of the engineering students of 1916-17 are now in the military services of the United States.

Columbian College is constantly growing in relative importance as the leading school in the University. The report of

Dean Wilbur of Columbian College shows a constant growth in the registration of that school from year to year since 1912. In 1912-13 there was a maximum enrollment of 353 students, in 1916-17, the year covered by this report, the maximum enrollment of 842 students, making this the great school of the University, as should be the case.

The report of the Dean is appended to this report (B). In it he mentions the activities of classes organized last spring for instruction under the auspices of the Red Cross in connection with the curriculum of Columbian College. As about one-third of the student body of this college is composed of young women, the timeliness and suitability of such instruction is evident.

The report of the Dean of Graduate studies is appended in full with tables and diagram (C).

The interesting and valuable report of the Dean of the Department of Arts and Sciences is also appended as a whole, so that it can be read in its various phases (D).

As marking the period covering my term as President, excepting the present year 1917-18, I will here give the comparison of the enrollment of the University by years:

*Comparison of Enrollment*

| YEAR           | STUDENTS IN UNIVERSITY | STUDENTS IN ARTS AND SCIENCES | PER CENT IN ARTS AND SCIENCES |
|----------------|------------------------|-------------------------------|-------------------------------|
| 1910-1911..... | 1277                   | 681                           | 53.3                          |
| 1911-1912..... | 1270                   | 733                           | 57.7                          |
| 1912-1913..... | 1347                   | 778                           | 57.8                          |
| 1913-1914..... | 1611                   | 905                           | 56.2                          |
| 1914-1915..... | 1790                   | 1047                          | 58.5                          |
| 1915-1916..... | 1973                   | 1194                          | 60.5                          |
| 1916-1917..... | 2194                   | 1446                          | 65.9                          |

This shows the steady gain, both relative and absolute, in Arts and Sciences, the relative gain bidding fair to be still larger for the present year.

The statement that the late afternoon students, both men

and women, obtain higher standing than the day students, is interesting and is explained by the fact that they are more mature and more interested in their studies. As the same standards of work are required of them as other students, they undoubtedly avail themselves of their opportunities to a greater extent than the students of earlier hours. This is a fact well borne out in the entire history of the University and is the subject of mention later on.

"It is very clear," the Dean states, "that the non-fraternity students rank higher in scholarship than the fraternity students. This is especially the case with the men of the fraternities. We have reason to believe that a serious effort is being made by the fraternity leaders to raise the scholarship of the members, but so far only with partial success." I commend the closing part of this report of the Department of Arts and Sciences to all who are interested in furthering education in this district and country.

The report of Acting Dean Ferson of the Law School discusses the cosmopolitan nature of its student body, both as to its geographical aspects and as to institutions from which the students are drawn.

As to the Law School and its policy, it is cogently stated in the report that: "The public is entitled to an honest and proficient bar. The interest of each student requires ability to rise above mediocrity before he enters an already overcrowded profession. These considerations have continued to guide us during the past year. It has been our endeavor to furnish careful instruction and to advance students no more rapidly than is compatible with thoroughness."

The Department of Medicine includes within its limits the Medical School, the Dental School, the University Hospital and the Training School for Nurses. The enrollment for the session 1916-17 of the Medical School was 118 students, somewhat less than for the previous session of 1915-16, the decrease being due to the fact that the first three classes were matriculated under the requirement of a one year pre-medical course at college.

The action of Congress making it possible for all medical students after December 15, 1917, to be exempt from the immediate effect of the selective draft by joining the Enlisted Reserve Corps either of the Army or Navy for service after graduation, enables the medical and dental student to complete their studies and enter, if desirable, for service after graduation and attainment of their degrees. Up to the time of the submission of the report of the Dean of the Medical School, forty-five students have filed applications for enlistment in the Army and four have applied for enlistment in the Navy.

"Our Medical Faculty," Dean Borden further reports, "has contributed generously to both the Reserve and the regular Corps of the Army and Navy, and while the loss of these Instructors was keenly felt at the opening of the school year, we have fortunately been able to obtain capable substitutes to fill these places, so that our medical teaching has not been seriously interrupted. A number of our teachers are in active service, doing duty at the Walter Reed Army General Hospital in this city and thus are able to continue their teaching at the Medical School. At the present time, twenty-five members of our Faculty are in active service in this city, in this country or abroad."

"The Superintendents of our Medical School and Hospital who were both retired Hospital Sergeants, were recalled for war service and received commissions as Captains in the Sanitary Corps. To provide for these vacancies, we made the Superintendent of our Training School for Nurses, Superintendent of the Hospital, and in the Medical School, the work of the Superintendent was divided among the full time professors and my Secretary. This arrangement has proven quite satisfactory."

"While Congress acted wisely in allowing medical students to continue their studies, in my opinion premedical students should also have been exempted. Nearly all of these are of draft age, many of them will be called and the regular flow of students to the medical schools will thereby be

checked. It is feared that the call to service of many of the premedical students next year will materially decrease the number of first year students in all medical schools in the United States. If the war lasts for more than one or two years, a continuation of this condition is bound to seriously decrease the number of medical men which the country will require."

Dean Walton of the Dental School reports that the School "is operating in class "A" of Dental Schools, under the supervision of the Dental Educational Council of America."

"The student body is greater at this time than ever in the history of this department. In view of this fact and the great need of more room and equipment, I respectfully request that this matter be given consideration before the beginning of next session."

This emphasizes the necessity of removing the Arts and Science Laboratories from the building in which the Medical and Dental Schools are placed in order to give all the departments concerned much-needed room.

The reports of the affiliated Schools of Pharmacy and Veterinary Medicine show a falling off in enrollment due to various causes largely on account of the war.

Of this decline, however, Dean Kalusowski says that "the decline in the number of applicants for admission to the courses of instruction given by this college continues, the causes leading to this condition are various and numerous, their influence, whether any single cause is considered or whether the causes are considered collectively, in effect, tend to reducing the number of applicants for admission."

"To devise a working plan by which this condition may be changed and an increase in the numbers of those entering the college may be brought about is a matter that is now being earnestly considered and some decisive action will soon be taken." The requirements for those licensed to practice pharmacy in the district should be increased and a degree from schools of pharmacy should be required in order to increase the efficiency of the existing schools in and about the District of Columbia.

Dean Buckingham of the Veterinary College reports that:—  
"Of the undergraduates of the college who have entered the military service, the following is submitted:

Those enlisting voluntarily..... 11

Of the graduating class session 1916-17 which comprised six men, five of them took the examination for commission in the Veterinary Officers Reserve Corps and were commissioned as Second Lieutenants in that Corps. All of these men are now on duty in France with the United States forces. Quite a number of the older graduates also obtained commissions in that corps and are now in active military service.

Recognition was again accorded the college by the American Veterinary Medical Association; by the Bureau of Animal Industry, Department of Agriculture and by the various State examining boards.

The great needs of the University are first of all a restoration and increase of the endowment. This will not only give a stability to the income of the University, but will afford opportunity for an increase in salaries of the teaching staff so essential to the retention of efficient teachers and the acquisition of others of ability and experience. Research work, relief from anxiety for the future and a proper stimulus is more or less dependent upon a decent living salary. As a prerequisite for permanent endowment there should be a restoration of the former endowment funds and the payment of the comparatively small mortgage debt.

Following this or perhaps coincident with it as a result of special contributions, there should be provided (1) a science building for the overcrowded laboratories of the University now taking needed rooms in the Medical School Building; (2) a library building including an auditorium for about 1000 persons and the General University offices, and (3) a law school building for which very considerable funds are now on hand. These buildings are very much needed at once and while they should be fireproof a simple and dignified architectural effect will be sufficient.

Less pressing but of importance is an enlargement of the University Hospital so as to give the clinical facilities required by the Medical School and by the American Medical Association. This will, however, be only a temporary relief in this direction. There should be as a permanent matter either a new hospital and school in a less expensive situation or a combination with a hospital already existing with the erection of a new medical school building near by. The increase in the population in the city added to the growing demand for the use of hospital facilities, seems to justify the increase of hospital space in the district.

With a teaching staff properly paid I have no concern as to the educational standards of the University. Its large number of serious young men and women require no prodding in acquiring knowledge. By its high standard it can overcome the prejudices against urban universities, late hours and night laboratory and draughting work, co-educational schools, and a necessarily delayed time in acquiring degrees in course.

No one type of institution is entitled to receive more consideration and money than one like this, affording, as it does, a collegiate and professional education to men and women whose necessities compel occupations for a livelihood, while they are seeking an education denied them by circumstances. For such men and women there should be available the assistance of many scholarships at the command of the University.

As I have tendered my resignation as President of the University to take effect August 31, 1918, which resignation has been duly accepted, this report will be the last that I will make in that capacity. I was elected as Acting President of the University July 10, 1910, and shortly afterwards named as its President.

The eight years during which I will have held this office has been a period in my life which has proved to me both congenial and satisfactory. The severance of my relations with the Board of Trustees and the teaching and administrative staff of the University cannot, however, but be accompanied with feelings of deep regret. Especially is this the

case when these feelings are accompanied with a recognition of the constant and loyal support that I have received from them during my entire term as President of the University.

To those in the community at large who have contributed during my term of office by money and service to the success of the University, I can only repeat what was said last year, that such men and women live up to the full the high standards of American citizenship and afford to others an example of unselfishness in their response to the civic demands and educational needs of the day.

Respectfully,  
Charles H. Stockton,  
President.

APPENDIX A

THE REPORT OF THE TREASURER OF THE BOARD OF LADY MANAGERS,  
 THE GEORGE WASHINGTON UNIVERSITY HOSPITAL, JUNE 30,  
 1916 TO JUNE 30, 1917

| <i>Receipts</i>                          | <i>Disbursements</i>  |
|--|---|
| June 30, 1916                            |   |
| Cash on hand..... \$497.46               | Bed linen..... \$114.56   |
| Collections                              | Blankets..... 100.64  |
| Annual dues... \$370.00                  | China..... 25.36  |
| Sustaining dues 135.00                   | Table linen..... 83.40  |
| Fines..... 70.25                         | Towels..... 50.40   |
|  | ————— \$374.36  |
|  | 575.25  |
| Bazaar in December, 1916. \$628.95       | Nurses' Home  |
| Balance from theatre benefit..... 3.00   | Bed linen..... \$19.75  |
|  | Curtains..... 7.20  |
|  | Shades..... 5.95  |
|  | Shelves (closet) 4.00   |
|  | Small repairs... 18.00  |
|  | Towels..... 6.00  |
|  | Upholstering... 4.25  |
|  | ————— 65.15   |
| Donations                                |   |
| Thanksgiving..... 55.00                  | Donations to George Washington University                           |
| Interest..... 7.13                       | for Nurses' Home..... 1000.00                                       |
| Total receipts for the year..... 1269.33 | Nurses' Christmas..... 30.00  |
|  | Equipment   |
| Total..... \$1766.79                     | Bathroom..... 78.75   |
|  | Printing and postage  |
|  | Thanksgiving... \$13.50   |
|  | Regular..... 20.51  |
|  | Circulars..... 3.75   |
|  | ————— 37.76   |
|  | Flowers..... 10.00  |
|  | Total disbursements..... 1596.02                                    |
|  | Balance on deposit in Washington Loan and Trust Company..... 170.77 |
|  | —————   |
|  | Total..... \$1766.76  |
| Respectfully submitted,                  |   |
|  | EVA HOUSTON LEWIS,  |
|  | Treasurer.  |

## APPENDIX B

December 14, 1917.

To THE PRESIDENT OF THE UNIVERSITY.

MY DEAR PRESIDENT STOCKTON: I submit the report of Columbian College for the year 1916-17, as follows:

Registration for the session was 842. This is an increase over the registration of the preceding year of 143. The registration figures since 1912 are as follows:

|                               |     |
|-------------------------------|-----|
| Registration for 1912-13..... | 353 |
| Registration for 1913-14..... | 484 |
| Registration for 1914-15..... | 594 |
| Registration for 1915-16..... | 699 |
| Registration for 1916-17..... | 842 |

The analysis of the registration for 1916-17 affords the following data:

|  |         |
|--|---------|
| Number of men students.....  | 509     |
| Number of women students.....  | 333 842 |
| Full time students.....  | 296     |
| Partial-time students enrolled for the two periods<br>beginning 5 p.m..... | 546 842 |

The distribution of full-time and partial-time students in the various educational Groups is as follows:

Bachelor of Arts:

|                   |         |
|-------------------|---------|
| Full-time.....    | 182     |
| Partial-time..... | 196 378 |

B.S. in Chemistry:

|                   |        |
|-------------------|--------|
| Full-time.....    | 21     |
| Partial-time..... | 79 100 |

B.S. in Medicine:

|                   |      |
|-------------------|------|
| Full-time.....    | 7    |
| Partial-time..... | 3 10 |

One Year Pre-Medical:

|                |       |
|----------------|-------|
| Full-time..... | 20 20 |
|                | —     |

Special students:

|                   |             |
|-------------------|-------------|
| Full-time.....    | 66          |
| Partial-time..... | 268 334 842 |

The educational classification is as follows:

Bachelor of Arts:

|                |            |
|----------------|------------|
| Group I.....   | 17         |
| Group II.....  | 106        |
| Group III..... | 79         |
| Group IV.....  | 175        |
| Group V.....   | 1      378 |

|                                       |              |
|---------------------------------------|--------------|
| Bachelor of Science in Chemistry..... | 100          |
| Bachelor of Science in Medicine.....  | 10           |
| One Year Pre-Medical.....             | 20           |
| Special students.....                 | 334      842 |

|                      |             |
|----------------------|-------------|
| Freshman Class.....  | 233         |
| Sophomore Class..... | 131         |
| Junior Class.....    | 87          |
| Senior Class.....    | 57      508 |

The year 1916-17 was a prosperous year. The growth of the College was unprecedented, and the educational conditions and results were generally very satisfactory. The organization of student activities under University supervision developed appreciable community atmosphere and enthusiasm in student life. This is important. We have lacked the means of developing *esprit de corps* among the students usually afforded by the conditions and atmosphere of dormitory community life in universities. The absence of this feature in our own University life makes it necessary to develop *esprit de corps* by other means. It is not enough that there be student activities alone, although these have proven to be very useful. To develop a sense of solidarity in the student body and a community interest it is necessary to have some principle of associated activity sufficiently deep and strong to insure the ready coöperation of the student body. I believe that we have such a principle in patriotism and the occasion for it in this present war. A student assembly existing and organized for the purpose of engaging under the University name in the war work activities of the city, would enable us to engage in a more effective way in all the various activities, and would at the same time develop spontaneously such an *esprit de corps* as we have never known.

Special mention should be made of three classes organized in the spring of 1917 for instruction in Hygiene and Home Nursing, under the auspices of the Red Cross. These three classes were constituted of the young women from our student body and the instruction was given in

the Medical Building of the University, by Miss Mary W. Glascock, Superintendent of Nurses in the University Hospital. Examinations were given by official examiners of the Red Cross, and credit, when officially reported by the Red Cross, was counted towards the college degree.

The Military Service statistics of the 509 men registered last year in Columbian College, are as follows:

|   |      |
|---|------|
| Men in Military Service.....                      | 87   |
| Percentage of Men in Military Service.....        | 17.1 |
| Full-time Men in Military Service.....            | 30   |
| Percentage Full-time Men in Military Service..... | 22.5 |
| Part-time Men in Military Service.....            | 57   |
| Percentage Part-time Men in Military Service..... | 15.2 |

The extent to which the men of the College serve the Federal Government is indicated by the fact that 60 per cent of the men in last year's registration were in the Civil Service, and 17.1 per cent left college to enter the Military Service. These two classes of students constitute 77.1 per cent of the men in the College. Our location in Washington has caused us to feel in full measure the influence of the war. These influences constitute an extraordinary opportunity and obligation.

War stirs idealism. The things for which men give their lives are the things that they value more than they do their lives and these are the ideal realities. It is the purpose of liberal education to inculcate a knowledge of these realities and to develop appreciation of them. The purpose of the training in Columbian College is not primarily professional, or technical, or vocational, but personal. The war is developing among our young people to an unprecedented extent an attitude of mind towards the ideal realities of culture and a hunger of soul for the ideal realities of culture. This state of mind and soul constitutes a grave responsibility for those who teach in Columbian College and constitutes also a unique opportunity. In my judgment this does not suggest any new curriculum group or the introduction of any new subjects in the curriculum. It suggests rather the importance of a sensitive and vital appreciation of the opportunity by all those who teach. It suggests also that there should be a new emphasis upon those subjects that are the primary means of discipline and culture—pure mathematics and the literatures of the great languages, and philosophy, and the social sciences dealing with the relations of men. All of these minister in important ways to the thought and the hunger of the times. Our registration shows the increasing appreciation of the cultural studies.

In 1837, Emerson in "The American Scholar" found it important to say to his fellow-countrymen in the midst of the material influences of

the new world, that the scholar should not be a thinking machine but a Man thinking. At this present time it is important for us to know that the war is teaching this lesson as it was never taught before. It is the responsibility of the educators of this generation to see to it that in their plans and in their instruction they develop the kind of citizenship that will properly constitute that democracy for which the service of America in this war is fitting the world.

Respectfully submitted,

WILLIAM ALLEN WILBUR,

*Dean.*

## APPENDIX C

December 15, 1917.

To THE PRESIDENT OF THE UNIVERSITY:

DEAR SIR: I have the honor to present herewith my report on the School of Graduate Studies (University Research) for the year 1916-'17 which marks the completion of twenty-three years' work.

The students enrolled and the degrees sought by them are set forth in the following table:

TABLE I

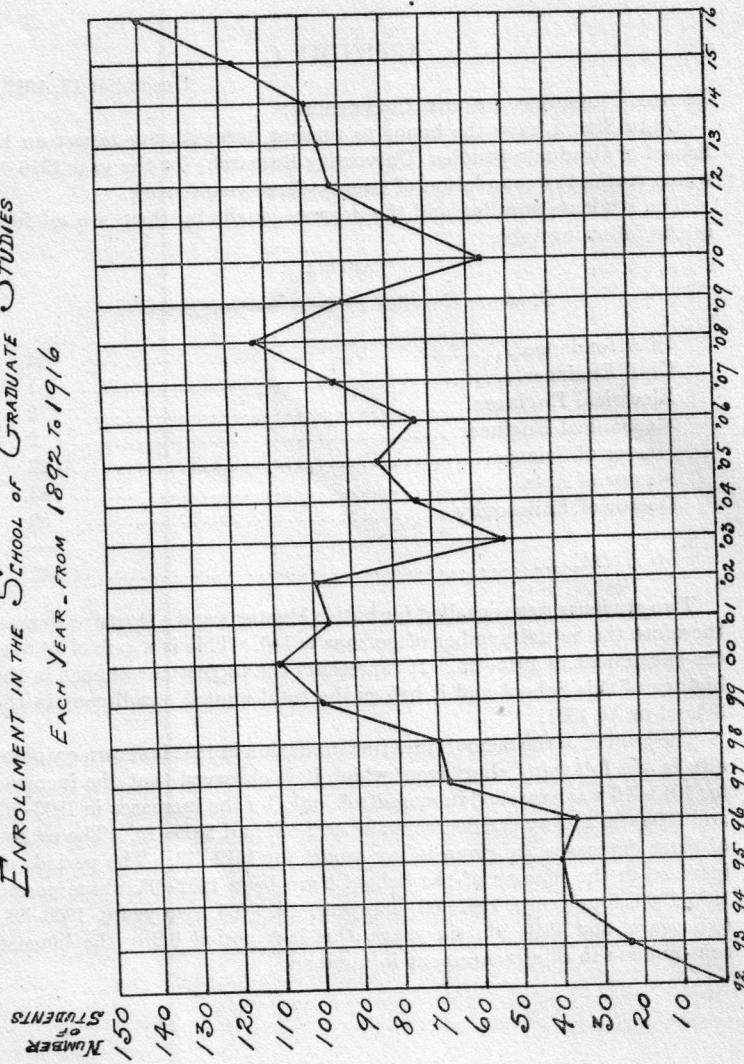
*Students Enrolled 1916-'17 by Categories*

|                           |         |
|---------------------------|---------|
| In Attendance.....        | 21      |
| Civil Engineer.....       | 1       |
| Electrical Engineer.....  | 2       |
| Mechanical Engineer.....  | 2       |
| Master of Science.....    | 23      |
| Master of Arts.....       | 43      |
| Doctor of Philosophy..... | 50      |
| <br>Total.....            | <br>142 |

Two students were enrolled for both a Master's and a Doctor's degree, therefore the actual number of persons is 140. This is a gain of 24 over the enrollment of 1915-'16. It represents the largest enrollment in the history of this School and it brings the total annual enrollment in the School up to 1931.

The growth of the School since its foundation in 1892 is shown graphically in the following chart from which it is observed that the increase for 1915-'16 was exceeded in magnitude only by the increases in 1906-'07 and 1908-'09 and by the decreases in 1902-'03 and 1909-'10. The causes of these decreases are given in my report for 1912-'13. The periods of increase in the history of the School have been 1892-'95, three years, 1896-1900, four years, 1902-'03, one year, 1903-'05, two years, 1906-'08, two years, and 1910-'16, six years, this last period being the longest continuous run of advancement in numbers.

ENROLLMENT IN THE SCHOOL OF GRADUATE STUDIES  
EACH YEAR - FROM 1892 TO 1916



The students for 1916-'17 were drawn from quite a wide area, mainly from 28 states or territories and four foreign countries, as shown by the following:

TABLE II

*States of United States from which Students were Registered*

| <i>State</i>              | <i>Number</i> | <i>State</i>            | <i>Number</i> |
|---------------------------|---------------|-------------------------|---------------|
| Alabama.....              | 1             | Nebraska.....           | 1             |
| Colorado.....             | 1             | New Hampshire.....      | 1             |
| District of Columbia..... | 65            | New Jersey.....         | 1             |
| Illinois.....             | 4             | New York.....           | 11            |
| Iowa.....                 | 1             | Ohio.....               | 3             |
| Kansas.....               | 4             | Oklahoma.....           | 1             |
| Kentucky.....             | 1             | Pennsylvania.....       | 5             |
| Massachusetts.....        | 1             | Philippine Islands..... | 1             |
| Maine.....                | 1             | Rhode Island.....       | 1             |
| Maryland.....             | 13            | Tennessee.....          | 1             |
| Michigan.....             | 2             | Utah.....               | 3             |
| Minnesota.....            | 2             | West Virginia.....      | 1             |
| Missouri.....             | 1             | Wisconsin.....          | 3             |
| Montana.....              | 1             | Virginia.....           | 5             |

*Foreign Countries*

|             |   |             |   |
|-------------|---|-------------|---|
| Canada..... | 1 | France..... | 1 |
| China.....  | 1 | Japan.....  | 1 |

This shows a greater range of territory than in 1915-'16 when the students enrolled were drawn from but 14 states or territories and but one foreign country yet the local growth has more than kept pace with the total growth, the enrollment for 1916-'17 from the District of Columbia being 65 or 46.4 per cent, of the total for this year while for 1915-'16 the number for the District was 43 or 37.1 per cent of the year's total.

The number of candidates graduated was unusually large, the number on whom the degree of Doctor of Philosophy was conferred being the largest appearing at any Commencement in our history. Degrees were conferred at the October and Mid-Winter Convocations and at Commencement as follows:

TABLE III

*Degrees Conferred 1916-'17*

|                      |               |    |
|----------------------|---------------|----|
| Electrical Engineer  | June.....     | 2  |
| Master of Science    | October.....  | 1  |
| Master of Science    | June.....     | 8  |
| Master of Arts       | October.....  | 1  |
| Master of Arts       | February..... | 2  |
| Master of Arts       | June.....     | 13 |
| Doctor of Philosophy | June.....     | 11 |
| Total.....           |               | 38 |

The years of candidature for these graduates are set forth as follows:

TABLE IV

*Years of Candidature for Graduates in 1917*

| DEGREES                   | YEARS |     |                  |
|---------------------------|-------|-----|------------------|
|                           | One   | Two | Three<br>or more |
| Engineering.....          |       |     | 2                |
| Master of Science.....    | 5     | 2   | 2                |
| Master of Arts.....       | 9     | 6   | 1                |
| Doctor of Philosophy..... |       | 8   | 3                |
|                           | 14    | 16  | 8                |

Bearing in mind that one year is the minimum requirement of candidates for the Engineering and Master's degrees, for those possessing the baccalaureate degree, and two years for the Doctor of Philosophy degree, for those possessing the Master's degree, it will be observed that all but eight or 21.1 per cent satisfied the requirement in the minimum time as compared with four or 11.5 per cent for 1915-'16. Those who prolonged the time of study were engaged in professional work.

It is of value to inquire somewhat in detail into the kind of topics selected by the candidates and the extent to which they were selected as a guide to the development of the school. The results of such an investigation are set forth as follows:

TABLE V

*Kind and Number of Topics for which Students were Enrolled 1916-'17*

| <i>Topic</i>                | <i>Number</i> | <i>Topic</i>                         | <i>Number</i> |
|-----------------------------|---------------|--------------------------------------|---------------|
| Chemistry.....              | 52            | Applied Mathematics.....             | 2             |
| Education.....              | 39            | Clinical Microscopy.....             | 2             |
| Bacteriology.....           | 31            | History of Art.....                  | 2             |
| English.....                | 27            | International Law and Diplomacy..... | 2             |
| Zoology.....                | 27            | Mineralogy.....                      | 2             |
| History.....                | 18            | Pharmacology.....                    | 2             |
| Philosophy.....             | 18            | Preventive Medicine.....             | 2             |
| Sociology.....              | 18            | Semitics.....                        | 2             |
| Economics.....              | 16            | Spanish.....                         | 2             |
| Botany.....                 | 13            | Archaeology.....                     | 1             |
| Political Science.....      | 11            | Architecture.....                    | 1             |
| Psychology.....             | 11            | Civil Engineering.....               | 1             |
| Physics.....                | 10            | Embryology.....                      | 1             |
| French.....                 | 8             | Greek.....                           | 1             |
| German.....                 | 8             | Gynecology.....                      | 1             |
| Meteorology.....            | 7             | Histology.....                       | 1             |
| Pathology.....              | 7             | Hygiene.....                         | 1             |
| Physiology.....             | 7             | Mathematics.....                     | 1             |
| Electrical Engineering..... | 5             | Medicine.....                        | 1             |
| Geology.....                | 5             | Nautical Science.....                | 1             |
| Microscopy.....             | 5             | Psychiatry.....                      | 1             |
| Mechanical Engineering..... | 3             | Russian.....                         | 1             |
| Paleontology.....           | 3             |                                      |               |
| Anatomy.....                | 2             |                                      |               |

As will be noted by Table V there were 46 different topics selected by candidates in 1916-'17 as compared with 35 for 1915-'16. The topics standing as the first 10 on the list for 1916-'17 are identical with those in a similar table for 1915-'16 except that Sociology displaced Political Science, and these first ten remain in nearly the same order for the two years, the chief change being that English in 1916-'17 jumped Zoology and History. An interesting observation in the remainder of the table is the passing of French from the eighteenth to the fourteenth place and German from the twenty-second to the fifteenth place.

There is repeated here an inquiry into the character of topics that appeal to women students pursuing advanced studies and the results are set forth in the following table.

TABLE VI

*Kind and Number of Topics for which Women Students were Enrolled  
1916-'17*

| Topics            | Number | Topics                    | Number |
|-------------------|--------|---------------------------|--------|
| English.....      | 14     | German.....               | 2      |
| Education.....    | 9      | Architecture.....         | 1      |
| Zoology.....      | 8      | Greek.....                | 1      |
| Chemistry.....    | 5      | History of Art.....       | 1      |
| History.....      | 5      | Paleontology.....         | 1      |
| Botany.....       | 4      | Pathology.....            | 1      |
| French.....       | 4      | Philosophy.....           | 1      |
| Sociology.....    | 4      | Physics.....              | 1      |
| Bacteriology..... | 2      | Preventive Medicine ..... | 1      |
| Economics.....    | 2      | Spanish .....             | 1      |

A similar inquiry in 1915-'16 has shown that English, History, Education and Sociology were the topics then most largely selected by women but in 1916-'17 the sciences of Zoology, Chemistry and Botany came into prominence displacing History and Sociology.

It has been thought that some information of value could be acquired by segregating the topics into naturally related groups and the results of this process are presented in the following table.

TABLE VII

*Topics by Groups as selected by Candidates 1916-'17*

| Topics                 | Number | Topics                   | Number |
|------------------------|--------|--------------------------|--------|
| <i>Language</i>        |        |                          |        |
| English.....           | 27     | Zoology.....             | 27     |
| French.....            | 8      | Botany.....              | 13     |
| German.....            | 8      | Geology.....             | 5      |
| Semantics.....         | 2      | Paleontology.....        | 3      |
| Spanish.....           | 2      | Mineralogy.....          | 2      |
| Greek.....             | 1      |                          | —      |
| Russian.....           | 1      |                          | 50     |
| <i>Natural Science</i> |        |                          |        |
|                        | —      | Science and Medicine     |        |
|                        | 49     | Bacteriology.....        | 31     |
| <i>Fine Arts</i>       |        | Microscopy.....          | 5      |
| History of Art.....    | 2      | Clinical Microscopy..... | 2      |
| Archaeology.....       | 1      | Preventive Medicine..... | 2      |
|                        | —      | Hygiene.....             | 1      |
|                        | 3      |                          | —      |
|                        |        |                          | 41     |

| <i>Physical Science</i>              |    | <i>Medical</i>           |    |
|--------------------------------------|----|--------------------------|----|
| Chemistry.....                       | 52 | Pathology.....           | 7  |
| Physics.....                         | 10 | Physiology.....          | 7  |
| Meteorology.....                     | 7  | Anatomy.....             | 2  |
|                                      | —  | Pharmacology.....        | 2  |
|                                      | 69 | Embryology.....          | 1  |
| <i>Philosophical</i>                 |    | Histology.....           | 1  |
| Education.....                       | 39 | Medicine.....            | 1  |
| Philosophy.....                      | 18 | Psychiatry.....          | 1  |
| Psychology.....                      | 11 |                          | —  |
|                                      | —  |                          | 22 |
|                                      | 68 | <i>Engineering</i>       |    |
| <i>Historical</i>                    |    | Electrical.....          | 5  |
| History.....                         | 18 | Mechanical.....          | 3  |
| Sociology.....                       | 18 | Applied Mathematics..... | 2  |
| Economics.....                       | 16 | Architecture.....        | 1  |
| Political Science.....               | 11 | Civil.....               | 1  |
| International Law and Diplomacy..... | 2  | Mathematics.....         | 1  |
|                                      | —  | Nautical Science.....    | 1  |
|                                      | 65 |                          | —  |
|                                      |    |                          | 14 |

By comparison with the similar table for 1915-'16 it will be seen that there has been a gain of 28 in the Physical Science Group, 23 in the Natural Science Group, 22 in the Science and Medicine Group, and 14 in the Philosophical Group, but that there was a loss of 1 in the Fine Arts Group, 5 in the Historical Group, 6 in the Engineering Group, and 7 in the Medical Science Group. The greatest gains were in the Physical and Natural Science Groups, the largest losses in the Professional Groups. In my report for 1915-'16 I pointed out that the four Groups of Natural Sciences, Physical Sciences, Medical Sciences, and Science and Medicine had supplied 141 out of the 318 selected topics or 44 per cent. In 1916-'17 they supplied 182 out of 381 selected topics or 47.8 per cent. Omitting the professional Group of Medical Science the conditions for the other three groups was, in 1915-'16, that they supplied 112 out of the 318 selected topics or 35.5 per cent and in 1916-'17 they supplied 160 out of 381 or 42 per cent, or they showed a gain of 6.5 per cent. It appears that they are meeting the demand in this community and as it is considered sound business policy to "put your money into a going concern" it would seem wise to foster these courses.

The thirty-first Doctorate Disputation, at which two candidates appeared, was held on March 19 and the thirty-second, at which ten candidates were presented, but one of which failed to appear, was held

on May 14. The examinations were very thorough and it is gratifying to report that all the candidates who appeared eventually passed, but in some instances a decision by the Boards of Experts was withheld until the candidates could supply further evidence of fitness or further data and arguments with which to maintain the thesis.

There has been received for distribution copies of the thesis on "The Analysis of Permissible Explosives" by Dr. C. G. Storm, which was published as Bulletin No. 96 of the U. S. Bureau of Mines as a pamphlet of 88 pages with three plates and 7 figures in the text. The thesis of Dr. Horace Hatch Custis on "Studies in Actinochemistry" is now being published in installments in the *Journal of the Franklin Institute*.

Up to the present, according to such information as I have been able to secure, about twenty of the graduates, or former students in this School, have received commissions in the Army or Navy, and a number of others are engaged in War services, chiefly as explosives chemists and this number is constantly being increased.

The year has been distinguished by the number of inquiries from abroad that have been received, correspondence having been carried on with persons—contemplating enrollment here to pursue graduate studies—resident in South Africa, Switzerland, Ireland and India.

Respectfully submitted,

CHARLES E. MUNROE,  
*Dean, Faculty of Graduate Studies.*

## APPENDIX D

December 15, 1917.

To THE PRESIDENT OF THE UNIVERSITY:

DEAR SIR: I have the honor to submit the following report in regard to the Department of Arts and Sciences for the session of 1916-17.

The enrollment was as follows:

|                              | <i>Men</i> | <i>Women</i> | <i>Total</i> |
|------------------------------|------------|--------------|--------------|
| Graduate School.....         | 108        | 32           | 140          |
| Columbian College.....       | 503        | 339          | 842          |
| College of Engineering.....  | 255        | 2            | 257          |
| Teachers College.....        | 9          | 199          | 208          |
|                              | —          | —            | —            |
|                              | 875        | 572          | 1447         |
| Duplicates.....              | 1          | 1            | 1            |
|                              | —          | —            | —            |
|                              | 874        | 572          | 1446         |
| Candidates for a degree..... |            |              | 973          |
| Special students.....        |            |              | 473          |

The undergraduate students were divided between day students and afternoon students as follows:

|                         | <i>Men</i> | <i>Women</i> | <i>Total</i> |
|-------------------------|------------|--------------|--------------|
| Day students.....       | 195        | 190          | 385          |
| Afternoon students..... | 572        | 350          | 922          |
|                         | —          | —            | —            |
|                         | 767        | 540          | 1307         |

A comparison of the total enrollment and the enrollment in Arts and Sciences in the seven years since 1910 shows the following results:

*Comparison of Enrollment*

| <i>YEAR</i> | <i>STUDENTS IN UNIVERSITY</i> | <i>STUDENTS IN ARTS AND SCIENCES</i> | <i>PER CENT IN ARTS AND SCIENCES</i> |
|-------------|-------------------------------|--------------------------------------|--------------------------------------|
| 1910-1911   | 1277                          | 681                                  | 53.3                                 |
| 1911-1912   | 1270                          | 733                                  | 57.7                                 |
| 1912-1913   | 1347                          | 778                                  | 57.8                                 |
| 1913-1914   | 1611                          | 905                                  | 56.2                                 |
| 1914-1915   | 1790                          | 1047                                 | 58.5                                 |
| 1915-1916   | 1973                          | 1194                                 | 60.5                                 |
| 1916-1917   | 2194                          | 1446                                 | 65.9                                 |

The average attendance in classes and the distribution of the students in the several divisions of the Department are shown in the following table:

*Average Enrollment in Classes*

|                     |        | GRADUATES | COLUMBIAN<br>COLLEGE | ENGLISH | TEACHERS<br>COLLEGE | TOTAL |
|---------------------|--------|-----------|----------------------|---------|---------------------|-------|
| Applied Mathematics | 20, 22 | 1         | 1                    | 21      |                     | 23    |
|                     | 21     |           |                      | 10      |                     | 10    |
| Archaeology         | 20     |           | 11                   |         | 3                   | 14    |
|                     | 50     | 1         |                      |         |                     | 1     |
|                     | 52     | 1         | 2                    |         |                     | 3     |
| Architecture        | 2      |           | 8                    | 7       |                     | 15    |
|                     | 3      |           |                      | 8       |                     | 8     |
|                     | 4      |           | 1                    | 6       |                     | 7     |
|                     | 5      |           | 1                    | 6       |                     | 7     |
|                     | 6      |           |                      | 4       |                     | 4     |
|                     | 8      |           | 1                    | 7       | 1                   | 9     |
|                     | 20     |           | 2                    | 3       | 2                   | 7     |
|                     | 21     |           | 1                    | 7       |                     | 8     |
|                     | 22, 41 |           |                      | 6       |                     | 6     |
|                     | 24     |           |                      | 4       |                     | 4     |
|                     | 25     |           |                      | 3       |                     | 3     |
|                     | 28     | 1         | 13                   |         | 6                   | 20    |
|                     | 33     |           | 3                    | 3       |                     | 6     |
|                     | 39     | 1         |                      | 6       |                     | 7     |
|                     | 40     |           | 1                    | 2       |                     | 3     |
| Astronomy           | 2      |           |                      | 10      |                     | 10    |
| Botany              | 1      |           | 16                   |         | 3                   | 19    |
|                     | 50     | 7         |                      |         |                     | 7     |
| Chemistry           | 1      |           | 93                   | 42      | 3                   | 138   |
|                     | 2      |           | 84                   | 5       | 2                   | 91    |
|                     | 3      | 3         | 20                   | 1       |                     | 24    |
|                     | 4      |           | 4                    |         |                     | 4     |
|                     | 6      | 1         | 22                   | 24      |                     | 47    |
|                     | 7      |           | 2                    | 26      |                     | 28    |
|                     | 20     |           | 22                   | 8       |                     | 30    |
|                     | 21     | 1         | 14                   |         |                     | 15    |
|                     | 23     | 7         | 24                   | 1       |                     | 32    |
|                     | 24     | 8         | 21                   |         |                     | 29    |
|                     | 25     | 3         | 14                   |         |                     | 17    |
|                     | 26     | 6         | 14                   |         |                     | 20    |
|                     | 27     | 2         | 3                    |         |                     | 5     |
|                     | 28     | 8         | 2                    |         |                     | 10    |
|                     | 52     | 2         |                      |         |                     | 2     |

*Average Enrollment in Classes—Continued*

|                        | GRADUATES | COLUMBIAN<br>COLLEGE | ENGLISH | TEACHERS<br>COLLEGE | TOTAL |
|------------------------|-----------|----------------------|---------|---------------------|-------|
| Civil Engineering      |           |                      |         |                     |       |
| 1                      | 1         |                      | 8       |                     | 8     |
| 2                      |           |                      | 11      |                     | 11    |
| 3, 4                   |           |                      | 9       |                     | 9     |
| 20                     |           |                      | 4       |                     | 4     |
| 21                     |           |                      | 7       |                     | 7     |
| 22                     |           |                      | 16      |                     | 16    |
| 23                     |           |                      | 4       |                     | 4     |
| 24                     |           |                      | 5       |                     | 5     |
| 50                     | 1         |                      | 2       |                     | 3     |
| 55                     | 1         |                      |         |                     | 1     |
| Economics              |           |                      |         |                     |       |
| 1                      |           | 61                   |         | 6                   | 67    |
| 2                      |           | 63                   |         | 15                  | 78    |
| 23, 22                 | 1         | 34                   |         | 6                   | 41    |
| 26, 27                 | 1         | 32                   |         | 1                   | 34    |
| 33                     | 1         | 27                   | 15      | 1                   | 44    |
| 36                     | 1         | 19                   | 1       | 1                   | 22    |
| 37, 38                 |           | 14                   | 1       | 1                   | 16    |
| 43, 44                 |           | 15                   | 1       |                     | 16    |
| 51                     | 5         | 2                    |         | 1                   | 8     |
| Education              |           |                      |         |                     |       |
| 20                     |           | 10                   |         | 8                   | 18    |
| 21                     | 3         | 4                    |         | 20                  | 27    |
| 22                     | 4         | 3                    |         | 30                  | 37    |
| 25                     | 5         |                      |         | 7                   | 12    |
| 27                     | 9         |                      |         | 4                   | 13    |
| 29                     |           | 1                    |         | 13                  | 14    |
| 30                     |           | 2                    |         | 16                  | 18    |
| 33                     | 1         |                      |         | 5                   | 6     |
| 34                     |           |                      |         | 5                   | 5     |
| 35                     |           |                      |         | 2                   | 2     |
| 50                     | 16        |                      |         | 4                   | 20    |
| Electrical Engineering |           |                      |         |                     |       |
| 1                      |           |                      | 3       |                     | 3     |
| 2                      |           | 1                    | 3       |                     | 4     |
| 4, 5                   |           |                      | 4       |                     | 4     |
| 6                      |           |                      | 10      |                     | 10    |
| 7                      |           | 2                    | 2       |                     | 4     |
| 21                     |           |                      | 6       |                     | 6     |
| 22                     | 1         |                      |         |                     | 1     |
| 23                     | 1         |                      |         |                     | 1     |
| 24                     |           |                      | 3       |                     | 3     |
| 53                     | 2         |                      | 1       |                     | 3     |

*Average Enrollment in Classes—Continued*

|                | GRADUATES | COLUMBIAN<br>COLLEGE | ENGLISH | TEACHERS<br>COLLEGE | TOTAL |
|----------------|-----------|----------------------|---------|---------------------|-------|
| English        |           |                      |         |                     |       |
| 1              |           | 84                   | 12      | 8                   | 104   |
| 2              |           | 103                  | 24      | 22                  | 149   |
| 5              |           | 3                    |         | 1                   | 4     |
| 7              |           | 28                   |         | 9                   | 37    |
| 20             |           | 4                    |         |                     | 4     |
| 23             | 1         | 19                   |         | 7                   | 27    |
| 27             |           | 37                   |         | 6                   | 43    |
| 28             | 2         | 35                   |         | 6                   | 43    |
| 29             | 3         | 15                   |         | 5                   | 23    |
| 31             | 1         | 16                   | 1       | 3                   | 21    |
| 50             | 9         | 17                   |         | 12                  | 38    |
| French         |           |                      |         |                     |       |
| 1              |           | 39                   | 8       | 3                   | 50    |
| (Two sections) | 2         | 39                   | 11      | 3                   | 53    |
|                | 3         | 24                   | 1       | 2                   | 27    |
|                | 4         | 13                   | 2       | 2                   | 17    |
|                | 5         | 13                   |         | 3                   | 16    |
|                | 6         | 6                    | 1       | 1                   | 8     |
|                | 7         | 3                    | 7       | 3                   | 13    |
|                | 26        | 2                    | 3       | 1                   | 6     |
| Geology        |           |                      |         |                     |       |
| 1              |           | 16                   |         |                     | 16    |
| 2              |           | 30                   | 3       |                     | 33    |
| 3              |           | 14                   |         | 1                   | 15    |
| 21             |           | 1                    | 10      |                     | 11    |
| 22             |           | 4                    |         |                     | 4     |
| German         |           |                      |         |                     |       |
| 1              |           | 7                    | 4       | 1                   | 12    |
| 2              | 1         | 26                   | 3       |                     | 30    |
| 3              |           | 20                   | 9       | 3                   | 32    |
| 4              |           | 10                   |         |                     | 10    |
| 5              |           | 15                   |         | 2                   | 17    |
| 6              |           | 19                   | 11      |                     | 30    |
| 8              | 1         | 14                   |         | 1                   | 16    |
| 20             |           | 6                    |         |                     | 6     |
| 22             | 1         | 7                    |         | 3                   | 11    |
| 50             | 1         |                      |         |                     | 1     |
| Graphics       |           |                      |         |                     |       |
| 1              |           | 2                    | 19      | 1                   | 22    |
| 2              |           |                      | 6       |                     | 6     |
| 8              |           |                      | 12      |                     | 12    |

*Average Enrollment in Classes—Continued*

|                        |        | GRADUATES | COLUMBIAN<br>COLLEGE | ENGLISH | TEACHERS<br>COLLEGE | TOTAL |
|------------------------|--------|-----------|----------------------|---------|---------------------|-------|
| Greek                  | B      |           | 1                    |         |                     | 1     |
| Classical Literature   | 1      |           | 5                    |         | 4                   | 9     |
| History                | 1, 2   |           | 38                   |         | 8                   | 46    |
|                        | 3, 4   |           | 23                   |         | 7                   | 30    |
|                        | 5, 6   |           | 32                   | 2       | 4                   | 38    |
|                        | 20     | 1         | 49                   |         | 4                   | 54    |
|                        | 25     | 3         | 22                   |         | 5                   | 30    |
|                        | 30     |           | 31                   |         | 3                   | 34    |
|                        | 33     | 3         | 58                   |         | 55                  | 116   |
|                        | 54     | 2         | 13                   |         | 7                   | 22    |
| Latin                  | 1      |           | 8                    |         |                     | 8     |
|                        | 2      |           | 2                    |         | 1                   | 3     |
|                        | 22     |           |                      |         | 1                   | 1     |
| Mathematics            | 3      |           | 31                   | 5       | 2                   | 38    |
|                        | 4      |           | 5                    | 3       |                     | 8     |
|                        | 6      |           | 28                   | 12      | 2                   | 42    |
|                        | 9      |           | 19                   | 13      | 4                   | 36    |
| (Two sections)         | 12     |           | 29                   | 46      |                     | 75    |
|                        | 20     |           | 12                   | 23      |                     | 35    |
|                        | 21     |           | 9                    | 7       | 1                   | 17    |
|                        | 50     |           | 4                    |         | 1                   | 5     |
| Mechanical Engineering | 1      |           |                      | 13      |                     | 13    |
|                        | 7      |           |                      | 4       |                     | 4     |
|                        | 9      |           |                      | 4       |                     | 4     |
|                        | 10     |           |                      | 4       |                     | 4     |
|                        | 20, 21 |           |                      | 5       |                     | 5     |
|                        | 23     |           |                      | 4       |                     | 4     |
|                        | 24     |           |                      | 2       |                     | 2     |
|                        | 26     |           |                      | 8       |                     | 8     |
|                        | 27     |           |                      | 5       |                     | 5     |
|                        | 51     |           |                      | 1       |                     | 1     |
| Nautical Science       | 1      |           |                      | 2       |                     | 2     |
| Naval Architecture     | 1      |           |                      | 8       |                     | 8     |
| Meteorology.....       | 50     | 2         |                      |         |                     | 2     |
|                        | 51     | 4         |                      |         |                     | 4     |

*Average Enrollment in Classes—Concluded*

|                   |        | GRADUATES | COLUMBIAN<br>COLLEGE | ENGLISH | TEACHERS<br>COLLEGE | TOTAL |
|-------------------|--------|-----------|----------------------|---------|---------------------|-------|
| Philosophy        | 1, 3   | 46        |                      | 10      |                     | 56    |
|                   | 2, 4   | 47        |                      | 29      |                     | 76    |
|                   | 20, 21 | 10        |                      | 3       |                     | 13    |
|                   | 24     | 1         | 3                    | 13      |                     | 17    |
|                   | 25     | 2         | 1                    | 5       |                     | 8     |
|                   | 28     | 2         | 2                    | 8       |                     | 12    |
|                   | 22, 29 | 2         | 3                    | 11      |                     | 16    |
|                   | 51     | 8         |                      |         |                     | 8     |
|                   | 52     | 1         |                      |         |                     | 1     |
| Physics           | 1      | 25        | 36                   |         |                     | 61    |
|                   | 2      | 42        | 25                   |         |                     | 67    |
|                   | 3      | 26        |                      |         |                     | 26    |
|                   | 21     | 2         | 2                    |         |                     | 4     |
|                   | 59     | 1         | 1                    |         |                     | 2     |
| Political Science | 1, 4   | 31        |                      | 4       |                     | 35    |
|                   | 21, 23 | 1         | 38                   |         |                     | 39    |
|                   | 29, 30 | 1         | 11                   |         |                     | 12    |
|                   | 28, 31 |           | 9                    |         |                     | 9     |
|                   | 56     | 1         | 3                    |         |                     | 4     |
| Portuguese        | 1      | 3         |                      |         |                     | 3     |
| Spanish           | 1      | 41        | 5                    | 4       |                     | 50    |
|                   | 2      | 36        | 4                    | 4       |                     | 44    |
|                   | 3      | 9         | 1                    | 1       |                     | 11    |
|                   | 4      | 16        | 1                    | 4       |                     | 21    |
| Zoology           | 1      | 18        |                      | 3       |                     | 21    |
|                   | 2      | 11        |                      |         |                     | 11    |
|                   | 3      | 14        |                      |         |                     | 14    |
|                   | 23     | 1         |                      | 4       |                     | 5     |
|                   | 50     |           | 4                    |         |                     | 4     |
| Hebrew            |        | 9         | 1                    | 2       |                     | 12    |

The number of class periods a week, the number of students, and the number of "student hours" a week in the various subjects are shown in the following table:

|                             | CLASS<br>PERIODS<br>EACH WEEK | AVERAGE<br>NUMBER OF<br>STUDENTS | STUDENT<br>HOURS |
|-----------------------------|-------------------------------|----------------------------------|------------------|
| Applied Mathematics.....    | 6                             | 33                               | 112              |
| Archaeology.....            | 8                             | 18                               | 40               |
| Architecture.....           | 37                            | 114                              | 271              |
| Astronomy.....              | 1                             | 10                               | 10               |
| Botany.....                 | 8                             | 26                               | 92               |
| Chemistry.....              | 50                            | 492                              | 1181             |
| Civil Engineering.....      | 36                            | 68                               | 222              |
| Economics.....              | 21                            | 326                              | 805              |
| Education.....              | 20                            | 172                              | 356              |
| Electrical Engineering..... | 22                            | 39                               | 84               |
| English.....                | 32                            | 493                              | 1475             |
| French.....                 | 26                            | 190                              | 557              |
| Geology.....                | 9                             | 79                               | 143              |
| German.....                 | 30                            | 165                              | 495              |
| Graphics.....               | 14                            | 40                               | 92               |
| Greek.....                  | 2                             | 1                                | 3                |
| Classical Literature.....   | 2                             | 9                                | 18               |
| History.....                | 22                            | 370                              | 878              |
| Latin.....                  | 7                             | 12                               | 34               |
| Mathematics.....            | 26                            | 256                              | 763              |
| Mechanical Engineering..... | 20                            | 50                               | 120              |
| Nautical Science.....       | 2                             | 2                                | 4                |
| Naval Architecture.....     | 4                             | 8                                | 32               |
| Meteorology.....            | 10                            | 6                                | 30               |
| Philosophy.....             | 23                            | 207                              | 570              |
| Physics.....                | 16                            | 160                              | 413              |
| Political Science.....      | 14                            | 99                               | 293              |
| Portuguese.....             | 3                             | 3                                | 9                |
| Spanish.....                | 12                            | 126                              | 378              |
| Zoology.....                | 21                            | 55                               | 182              |
| Hebrew.....                 | 1                             | 12                               | 12               |

This gives a total of 506 class periods a week, and these consist of 380 lectures or recitations and 126 laboratory or drawing periods a week. This is an increase of about ten per cent over the previous year.

The following table gives a comparison of the work done in the principal subjects for the last four years. In many subjects there is

a decided increase shown proving both the growing demand for the courses and also the effectiveness and established reputation of the teaching staff. Fluctuations in enrollment in some subjects are due, in part at least, to the fact that all technical subjects are not given every year in the late afternoon hours, when the majority of technical students are in attendance.

*Comparison of "Student Hours"*

|                             | 1913-'14 | 1914-'15 | 1915-'16 | 1916-'17 |
|-----------------------------|----------|----------|----------|----------|
| Applied Mathematics.....    | 54       | 68       | 70       | 112      |
| Archaeology.....            | 68       | 72       | 48       | 40       |
| Architecture.....           | 164      | 178      | 242      | 271      |
| Botany.....                 | 21       | 30       | 33       | 92       |
| Chemistry.....              | 618      | 996      | 1086     | 1181     |
| Civil Engineering.....      | 178      | 158      | 228      | 222      |
| Economics.....              | 449      | 482      | 584      | 805      |
| Education.....              | 201      | 246      | 297      | 356      |
| Electrical Engineering..... | 104      | 81       | 99       | 84       |
| English.....                | 822      | 1059     | 1264     | 1475     |
| French.....                 | 349      | 486      | 534      | 557      |
| Geology.....                | 110      | 102      | 152      | 143      |
| German.....                 | 370      | 441      | 459      | 495      |
| Graphics.....               | 72       | 105      | 147      | 92       |
| Greek.....                  | 9        | 8        | 9        | 3        |
| History.....                | 526      | 648      | 771      | 878      |
| Latin.....                  | 37       | 66       | 45       | 34       |
| Mathematics.....            | 459      | 617      | 693      | 763      |
| Mechanical Engineering..... | 82       | 104      | 159      | 120      |
| Nautical Science.....       | 8        | 6        | 16       | 4        |
| Philosophy.....             | 285      | 344      | 378      | 570      |
| Physics.....                | 276      | 361      | 427      | 413      |
| Political Science.....      | 199      | 261      | 329      | 293      |
| Spanish.....                | 108      | 88       | 264      | 378      |
| Zoology.....                | 91       | 216      | 296      | 182      |

A study has again been made of the grades reported by instructors during the year, and the following table shows the total number of term marks reported in each subject, and percentage of marks in each grade. The "theoretical average" is taken from a report on grading made two years ago by a committee of which Dean Ruediger was Chairman.

*Distribution of Grades*

|                           | TOTAL<br>NUM-<br>BER OF<br>MARKS | GEN-<br>ERAL<br>AVER-<br>AGE | PERCENTAGE |    |    |    |    |
|---------------------------|----------------------------------|------------------------------|------------|----|----|----|----|
|                           |                                  |                              | A          | B  | C  | D  | E  |
| Applied Mathematics...    | 51                               | 79.6                         | 12         | 10 | 33 | 29 | 16 |
| Archaeology.....          | 26                               | 95.0                         | 46         | 50 | 4  | 0  | 0  |
| Architecture.....         | 157                              | 89.3                         | 15         | 42 | 35 | 8  | 0  |
| Botany.....               | 37                               | 83.0                         | 3          | 8  | 59 | 30 | 0  |
| Chemistry.....            | 644                              | 84.0                         | 7          | 36 | 31 | 20 | 6  |
| Civil Engineering.....    | 119                              | 81.6                         | 8          | 28 | 29 | 29 | 12 |
| Classical Literature..... | 18                               | 99.6                         | 33         | 39 | 11 | 17 | 0  |
| Economics.....            | 555                              | 86.5                         | 11         | 29 | 44 | 15 | 1  |
| Education.....            | 280                              | 89.8                         | 17         | 47 | 31 | 4  | 1  |
| Electrical Engineering..  | 48                               | 86.2                         | 17         | 27 | 35 | 17 | 4  |
| English.....              | 836                              | 87.4                         | 22         | 32 | 29 | 11 | 6  |
| French.....               | 325                              | 83.3                         | 8          | 21 | 30 | 26 | 5  |
| Geology.....              | 138                              | 88.6                         | 23         | 35 | 28 | 12 | 2  |
| German.....               | 291                              | 86.6                         | 21         | 29 | 29 | 15 | 6  |
| Graphics.....             | 63                               | 86.9                         | 11         | 35 | 46 | 3  | 5  |
| History.....              | 465                              | 85.3                         | 12         | 30 | 36 | 15 | 7  |
| Latin and Greek.....      | 27                               | 87.8                         | 26         | 33 | 22 | 15 | 4  |
| Mathematics.....          | 494                              | 78.3                         | 17         | 15 | 21 | 23 | 24 |
| Mechanical Engineering    | 61                               | 87.6                         | 13         | 33 | 39 | 13 | 2  |
| Philosophy.....           | 349                              | 84.3                         | 10         | 26 | 38 | 22 | 4  |
| Physics.....              | 280                              | 79.1                         | 13         | 16 | 27 | 24 | 20 |
| Political Science.....    | 182                              | 85.8                         | 15         | 26 | 36 | 18 | 5  |
| Spanish.....              | 201                              | 86.1                         | 15         | 27 | 36 | 18 | 4  |
| Zoology.....              | 73                               | 88.3                         | 28         | 29 | 30 | 12 | 1  |
| General Average.....      | 5720                             | 85.0                         | 14         | 29 | 33 | 17 | 7  |
| Theoretical Average..     |                                  |                              | 4          | 24 | 44 | 24 | 4  |

A comparison of these figures with those of my reports for the last three years shows some changes which tend toward a greater uniformity in the marking systems of the instructors in different departments of study, but the results are not yet entirely satisfactory.

A study has again been made of the averages obtained by the students in the three undergraduate colleges. The grades used in the Department of Arts and Sciences are: A = 96-100; B = 90-95; C = 80-89; D = 70-79; E = Failure; F = work incomplete.

For the purposes of this study of standings the following percentages were arbitrarily assigned to the letters, A = 98; B = 92.5, C = 85; D = 75; E = 55.

*Averages of Students*

|                             | 1915-'16 | 1916-'17 |
|-----------------------------|----------|----------|
| Columbian College.....      | 86.0     | 84.8     |
| College of Engineering..... | 81.9     | 82.8     |
| Teachers College.....       | 90.3     | 89.4     |
| General Average.....        | 86.4     | 85.0     |

It is to be noted that the changes in averages tend to bring the students' marks in the three colleges toward a single average. This may be interpreted as meaning that there is a growing uniformity in the marking by the teaching staff, and is a desired result.

As the students in Columbian College represent the general college student, as distinguished from the student whose work is more of a professional character, as is the case with the students of the College of Engineering and of Teachers College, a further study was made of student marks in Columbian College, and the following averages were obtained.

*Averages of Columbian College Students*

|   |      |
|---|------|
| General average of all students.....      | 84.8 |
| General average of all men.....           | 83.5 |
| General average of all women.....         | 86.9 |
| General average of day men.....           | 83.1 |
| General average of afternoon men.....     | 83.7 |
| General average of day women.....         | 86.5 |
| General average of afternoon women.....   | 88.4 |
| General average of candidates for degrees |      |
| Men.....                                  | 83.5 |
| Women.....                                | 86.9 |
| General average of Special students       |      |
| Men.....                                  | 83.0 |
| Women.....                                | 87.0 |

It will be seen that the women average higher than the men to about the same extent as in the previous year.

It is especially interesting to note that the afternoon students, both men and women, obtain higher standing than the day students. As a general rule the afternoon students are older than the others, and naturally more interested in their studies. Since the same standards of work are required of them, they evidently utilize their opportunities more effectively than do the day students.

A study of the marks of fraternity and non-fraternity members was made, with the following results.

|                                      |      |
|--------------------------------------|------|
| Average of all men.....              | 83.3 |
| Average of non-fraternity men.....   | 83.8 |
| Average of fraternity men.....       | 81.7 |
| Average of all women.....            | 87.8 |
| Average of non-fraternity women..... | 88.7 |
| Average of fraternity women.....     | 86.2 |

The averages of the several fraternities were as follows:

*Men's Fraternities*

|                          |      |
|--------------------------|------|
| Phi Alpha.....           | 88.2 |
| Sigma Alpha Epsilon..... | 86.1 |
| Kappa Alpha.....         | 84.8 |
| Delta Tau Delta.....     | 83.9 |
| Sigma Chi.....           | 83.1 |
| Theta Delta Chi.....     | 81.9 |
| Sigma Nu.....            | 80.1 |
| Phi Sigma Kappa.....     | 78.9 |
| Kappa Sigma.....         | 77.7 |
| Sigma Phi Epsilon.....   | 77.4 |

*Women's Fraternities*

|                  |      |
|------------------|------|
| Pi Beta Phi..... | 88.1 |
| Sigma Kappa..... | 87.6 |
| Phi Mu.....      | 84.1 |
| Chi Omega.....   | 82.8 |

It is to be noted that members of the men's fraternities are found in all departments of the University, while membership in the women's fraternities is confined to students of the Department of Arts and Sciences. It is probable, therefore, that the averages for the men's fraternities and the relative standing of the several fraternities might be considered changed were the marks of the student members from the professional schools included.

It is very clear that the non-fraternity students rank higher in scholarship than the fraternity students. Among the men there are ten fraternities. Four of these rank higher than the average of all men; two others rank as high or higher than the average of fraternity men but lower than the average of all men; while four are below both averages.

Among the women one fraternity is higher than the average of all women; a second is higher than the average of fraternity women; and the others are below both averages.

Similar results were noted last year, and conferences have been had with representatives from many of the fraternities. I believe a serious effort is being made by the fraternity leaders to raise the scholarship of the members, but it is evident that these efforts have not yet met with full success.

The work in many courses was considerably disturbed after the declaration of war in the spring. In common with other Universities, our students were in a state of unrest. There was a desire to enter into the military service of the government and to take a part in active war work. Because of the great increase in work in the departments of the government concerned with military preparations large numbers of the afternoon students worked extra hours at their offices, and were compelled to withdraw from College or to discontinue part of their college work. And yet the solemn events of the spring reacted to create a more serious feeling on the part of all students, and there was less of failure in studies than was anticipated. The Faculties gave special consideration to the problems created by the new conditions, and proper credits were given to those students whose studies were interrupted because they were engaged in active work in direct military duties or in special positions that were concerned with military preparations.

The exact number of students who have entered active military work is not definitely determined. Efforts are being made to complete the lists of students who have joined the military forces, and at present the known number is more than one hundred and fifty from Arts and Sciences.

These figures include students of the session of 1917-'18, as well as of the session of 1916-'17, and it is certain the number will be considerably increased in the next few months.

The war situation produced new problems, and will continue to produce new problems. How the attendance would be affected could not be known until the session of 1917-'18 began, and it was therefore deemed wise to defer some planned additions to the teaching staff, and wait for developments.

The large increase in the clerical force of the government has resulted in an increased attendance in the afternoon classes, and it seems certain that this clientele from which we draw our afternoon students is to be still further increased, and will remain much larger than it was a year ago, even after the war has ended.

It would appear expedient, therefore, to plan for the future on the basis of a continually growing attendance, particularly in the afternoon classes. It seems certain that we need an additional man in Mathematics, in Romance Languages, and in Engineering. Some additional work is given this year in Commerce, and the registration is

sufficient to warrant us in giving special thought to adding other courses in Business Administration and Accounting.

Though there seems no way at present to improve the situation in regard to Chemistry, I feel it is my duty to refer again to the handicap under which we are working because the quarters for the Chemistry department are so inadequate and so inconveniently situated in the Medical Building, fifteen minutes distant from the other buildings of the Department of Arts and Sciences. A science building near our present quarters on G Street would add greatly to the efficiency of our teaching.

Our experiences in the months since the declaration of war are convincing evidence of the need in this city of a University doing the work we are doing. We are of service to hundreds of young men and women whose homes are in Washington and to other hundreds who are here for a longer or shorter time in the service of the government.

But of far more importance than this, we are of service to the national government in that the government employees who attend our classes gain special knowledge which makes their services in their department work more efficient. This has been recognized by department chiefs who in a number of cases have arranged the overtime work in such a manner that employees can attend classes at the University. Also, in a circular letter issued by the Civil Service Commission in an appeal to persons throughout the country to take examinations for positions in the departmental service attention was called to the opportunities for persons so employed to take college and technical courses in the Universities in Washington. As this is the only University in Washington that provides this instruction at the proper hours, the reference was evidently to us.

This duty and this opportunity we are meeting in as full a measure as our facilities will permit. With larger funds to provide for additions to our Faculty, we could do much more, and could better serve the nation.

Respectfully submitted,  
H. L. HODGKINS,  
*Dean.*

